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National Defense Education Act Fellowships

LAWRENCE G. DERTHICK, U.S. Commissioner of Education on January 30 announced approval of the first graduate fellowship programs under the National Defense Education Act. Federal funds were approved under Title IV of the act for new or expanded graduate education programs in 48 colleges and universities in 39 States, Hawaii, and the District of Columbia. The programs will provide 160 fellowships during the 1959–60 academic year at a total Federal cost of approximately $400,000, the amount thus far appropriated for this purpose.

The National Defense Education Act authorizes a total of 1,000 fellowships for 1959–60, and the President's budget proposes a supplemental appropriation of $4.5 million for the additional 840 fellowships. The graduate fellowship program is directed by Peter Elder, on leave from his position as Dean of the Graduate School of Arts and Sciences at Harvard University.

Schools whose programs were approved will now nominate students for the fellowships. Awards will be given initially only to first-year graduate students working toward a doctor's degree. After the 1959–60 academic year, the act authorizes 1,500 fellowships for each of the 3 subsequent years, or a total of 5,500. The fellowships are for 3-year periods.

Fellows will receive stipends of $2,000 for the first year of study; $2,200 for the second year and $2,400 for the third year. In addition, each fellow will receive $400 a year for each dependent. The Commissioner is authorized to reimburse each school up to $2,500 per fellow for the institution's costs under the program. Institutions are not required to match Federal appropriations with financial contributions of their own.

The 48 programs were approved by Commissioner Derthick on the recommendation of the National Advisory Committee on Graduate Fellowships made at three meetings in January. A total of 1,038 programs calling for almost 6,000 fellowships was submitted by 168 institutions of higher education. The 1,038 programs considered ranged over a wide variety of study fields from watershed management to nuclear physics. All would lead to the granting of a graduate doctoral degree and all were submitted by schools interested in initiating or expanding graduate programs leading to such a degree. The National Defense Education Act limits Federal assistance to "new" or "expanded" graduate programs.

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The list of schools whose programs were approved for Federal support, number of fellowships allotted to each, and the fields of study, follow:

Institution	Fellowships	Programs
Alabama Polytechnic Institute.	4	Mathematics.
University of Arizona	4	Physics.
University of Arkansas	3	Psychology.
University of California, Berkeley.	2	Child development.
The Catholic University of America.	2	Statistics and probability theory.
University of Colorado	5	Modern languages.
Colorado State University	3	Botany and plant pathology.
University of Delaware	3	Chemical engineering.
Duke University	3	History.
Emory University	3	Old Testament.
Florida State University	6	History.
George Peabody College for Teachers.	3	Comparative education.
University of Hawaii	3	Biochemistry.
Howard University	3	Physics.
University of Idaho	2	Political science.
Indiana University	5	Quantitative business analysis.
State University of Iowa	2	Urban community studies.
Johns Hopkins University	3	Political economy.
Kansas State College of Agriculture and Applied Science.	2	Mechanical engineering.
University of Kentucky	2	History.
University of Michigan	4	Language and area studies of southern Asia.
University of Mississippi	4	English.
University of Missouri	8	Comparative vertebrate physiology.
Montana State University	3	Geology.
New Mexico State University of Agriculture, Engineering and Science.	5	Solid state physics and low temperature phenomena.
New York University	3	Hebraic and Judeo-Arabic studies.
University of North Carolina.	2	Mathematics: The theory and practice of digital computing.
North Dakota Agricultural College.	4	Plant science (botany and agronomy—crops and soils).
Northwestern University	2	Philosophy of education.
University of Oklahoma	3	International studies.
University of Oregon	4	Romance languages.
Pennsylvania State University.	3	Philosophy.
University of Pittsburgh	3	Educational psychology.
University of Rhode Island	4	Biological sciences.
St. Louis University	5	Spanish and Latin American studies.
University of South Carolina	3	Physics.
Stanford University	3	Classics.
University of Texas	3	Germanic languages.
Texas A & M Colleges	4	Applied mathematics.
Tulane University	4	French and Italian.
Utah State University	4	Zoology, entomology, and physiology.
Vanderbilt University	4	Comparative literature.
University of Vermont	2	Physiology and biophysics.
University of Virginia	3	Economics and underdeveloped countries.
University of Washington	2	Music.
West Virginia University	2	Chemistry.
University of Wisconsin	3	Russian area studies.
University of Wyoming	3	Zoological physiology.

Future issues of *Higher Education* will report new developments in the fellowship phase of the National Defense Education Act.

Educational Functions of Midwest Universities

THE CARNEGIE CORPORATION of New York has made a grant of $254,000 for studies of educational functions of the Big Ten universities and University of Chicago in the life of the Midwest and their importance to the total picture of American education. The grant will be spread over a 4-year period for operations established last fall under a previous Carnegie Corporation grant of $40,000.

A research center to carry on studies of educational problems which the institutions share in common has been set up at the University of Illinois. Projected studies will deal with planning for the future, including enrollment and admissions policies, and with the history and present status of coordination among State-supported institutions of higher education in the 7 States represented. Members of the group are the Universities of Chicago, Illinois, Iowa, Michigan, Minnesota, and Wisconsin, Indiana University, Purdue University, Michigan State University, Ohio State University, and Northwestern University.

Earned Degrees Conferred: 1957–58

By MABEL C. RICE*

THE TABLE below and on the succeeding pages reports results from the Office of Education's most recent annual survey of earned degrees (for the year July 1, 1957 through June 30, 1958). The term, "degree," as used in this survey, refers to *bachelor's and higher degrees* based on at least 4 years of college work. "Associate" degrees are not included. The survey covered all degree-granting institutions in the United States (including Alaska, Hawaii, and Puerto Rico).

The report-form used to collect data for the 1957–58 survey was virtually identical with that for the previous year. A copy of the form will appear in the Office of Education's forthcoming publication, *Earned Degrees Conferred by Higher Educational Institutions, 1957–58* (Washington: U.S. Government Printing Office, 1959).

*Supervisory Statistician, Division of Statistics and Research Services.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–58

[Advance release]

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
All fields	**365, 748**	**242, 948**	**122, 800**	**65, 614**	**44, 252**	**21, 362**	**8, 942**	**7, 978**	**964**
AGRICULTURE	5, 525	5, 434	91	949	937	12	309	303	6
Agronomy, Field Crops	624	621	3	219	217	2	77	77	----
Animal Husbandry	1, 306	1, 273	33	207	205	2	64	64	----
Dairy Husbandry	253	243	10	70	68	2	25	25	----
Dairy Manufacturing, Dairy Technology	207	204	3	44	44	----	10	10	----
Farm Management (excluding Agricultural Economics)	80	80	----	6	6	----	1	1	----
Food Technology	92	90	2	22	22	----	18	17	1
Horticulture (fruit and vegetable production)	312	304	8	109	105	4	36	34	2
Ornamental Horticulture (Floriculture, Nursery Management, Landscape Gardening)	181	171	10	11	10	1	----	----	----
Poultry Husbandry	131	129	2	48	48	----	21	20	1
Soils (Soil Science, Soil Management, Soil Conservation)	140	140	----	69	69	----	36	34	2
Agriculture, other specific major fields	519	516	3	66	65	1	11	11	----
Agriculture, general (general agricultural curriculum, without major specialization)	1, 527	1, 512	15	64	64	----	10	10	----
Agriculture—not further classified	153	151	2	14	14	----	----	----	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–58—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
ARCHITECTURE (excluding Architectural Engineering)	1,612	1,536	76	231	216	15	5	5	----
BIOLOGICAL SCIENCES [4]	14,408	11,226	3,182	1,852	1,448	404	1,125	987	138
Premedical, predental, and preveterinary sciences	3,962	3,728	234	25	18	7	2	2	----
Biology, general	6,812	4,759	2,053	470	321	149	130	103	27
Botany, general	308	210	98	160	128	32	114	103	11
Zoology, general	1,980	1,521	459	310	241	69	160	137	23
Anatomy and Histology	59	55	4	40	33	7	35	24	11
Bacteriology, Virology, Mycology, Parasitology	515	262	253	249	184	65	160	137	23
Biochemistry	150	127	23	156	115	41	149	132	17
Biophysics	9	9	----	10	10	----	15	14	1
Entomology	88	84	4	108	107	1	83	81	2
Genetics (including experimental plant and animal breeding)	13	12	1	38	37	1	53	49	4
Optometry (preprofessional bachelor's degree)	261	259	2	----	----	----	----	----	----
Pathology (except Plant Pathology)	----	----	----	18	17	1	16	14	2
Pharmacology (excluding Pharmacy)	----	----	----	25	20	5	38	36	2
Physiology (except Plant Physiology)	78	44	34	85	70	15	73	63	10
Plant Pathology	17	15	2	67	64	3	45	42	3
Plant Physiology	9	9	----	9	7	2	14	14	----
Biological Sciences, all other	147	132	15	82	76	6	38	36	2
BUSINESS AND COMMERCE	51,254	47,286	3,968	4,041	3,896	145	109	104	5
Accounting	10,848	10,411	437	474	452	22	17	16	1
Hotel and Restaurant Administration	375	355	20	10	10	----	----	----	----
Secretarial Studies	1,283	47	1,236	3	2	1	2	2	----
Business and Commerce, other specific major fields	19,734	18,669	1,065	1,928	1,863	65	46	44	2
Business and Commerce, general (General curriculum without major specialization)	18,271	17,139	1,132	1,342	1,296	46	36	35	1
Business and Commerce—not further classified	743	665	78	284	273	11	8	7	1
EDUCATION	82,892	25,631	57,261	31,112	16,479	14,633	1,638	1,297	341
Specialized Teaching Fields	34,154	18,947	15,207	6,476	3,926	2,550	390	297	93
Physical Education (separate curriculum; or combined curriculum with Health Education or Recreation)	10,607	7,707	2,900	1,567	1,196	371	88	59	29
Health Education (separate curriculum)	116	49	67	95	49	46	14	12	2
Recreation (separate curriculum)	411	259	152	88	57	31	13	11	2
Education of Exceptional Children (all areas except Education of Mentally Retarded and Speech Correction)	203	46	157	300	85	215	5	2	3

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–58—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
EDUCATION—*Cont.*									
Education of Mentally Retarded	184	48	136	84	31	53	7	6	1
Speech Correction	570	113	457	165	72	93	22	19	3
Agricultural Education	1,543	1,542	1	376	373	3	13	13	----
Art Education	1,645	571	1,074	286	142	144	5	4	1
Business Education, Commercial Education	5,154	1,945	3,209	618	306	312	13	11	2
Distributive Education (retail selling)	85	60	25	58	48	10	1	1	----
Home Economics Education	3,571	2	3,569	358	6	352	14	1	13
Industrial Arts Education (Nonvocational)	3,338	3,299	39	484	480	4	20	19	1
Music Education	4,753	2,200	2,553	1,028	675	353	41	34	7
Trade and Industrial Education (Vocational)	807	786	21	206	182	24	16	16	----
Specialized Teaching Fields, all other	1,167	320	847	763	224	539	118	89	29
General Teaching Fields	47,605	6,320	41,285	9,164	3,106	6,058	177	118	59
Nursery and/or Kindergarten Education	529	1	528	16	----	16	3	----	3
Early Childhood Education (through Primary Grades)	2,985	7	2,978	274	1	273	7	----	7
Elementary Education	42,303	5,299	37,004	5,706	1,231	4,475	65	42	23
Secondary Education (including Junior High School) [5]	1,441	883	558	2,148	1,361	787	55	41	14
Combined Elementary and Secondary Education	336	126	210	366	191	175	10	8	2
Adult Education	----	----	----	33	21	12	5	5	----
Other	11	4	7	621	301	320	32	22	10
Nonteaching Fields	138	89	49	14,276	8,734	5,542	950	786	164
Counseling and Guidance, Educational Administration and Supervision, Educational Finance, Curriculum, Comparative Education, etc	123	76	47	7,332	5,014	2,318	458	389	69
Education, general (without specific concentration)—second-level or higher degrees only	----	----	----	6,766	3,629	3,137	436	359	77
Other	15	13	2	178	91	87	56	38	18
Education—Preprofessional bachelor's degree only	120	38	82	----	----	----	----	----	----
Education—not further classified	875	237	638	1,196	713	483	121	96	25
ENGINEERING	35,332	35,223	109	5,788	5,768	20	647	643	4
ENGLISH AND JOURNALISM	19,235	8,439	10,796	2,532	1,382	1,150	335	282	53
English and Literature (including Comparative Literature)	16,669	6,755	9,914	2,319	1,207	1,112	333	280	53
Journalism	2,566	1,684	882	213	175	38	2	2	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–58—Continued

Field of study	Level of degree								
	Bachelor's and first professional [2]			Second level (master's, except first professional) [3]			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
FINE AND APPLIED ARTS	12,252	5,850	6,402	2,448	1,525	923	219	191	28
Art, general. (General curriculum, without major specialization)	2,487	899	1,588	346	192	154	10	9	1
Music, including Sacred Music (excluding Music Education)	2,872	1,280	1,592	1,010	669	341	74	68	6
Speech and Dramatic Arts (excluding Speech Correction)	3,824	1,938	1,886	761	434	327	102	88	14
Fine and Applied Arts, other specific major fields	2,995	1,710	1,285	304	211	93	31	24	7
Fine and Applied Arts—not further classified	74	23	51	27	19	8	2	2	----
FOREIGN LANGUAGES AND LITERATURE	4,503	1,814	2,689	1,044	591	453	224	159	65
Linguistics (including Phonetics and Semantics)	20	8	12	73	45	28	30	22	8
Latin and/or Greek	576	399	177	164	113	51	22	17	5
Modern Foreign Languages	3,790	1,353	2,437	695	356	339	149	102	47
Chinese	5	4	1	1	1	----	1	1	----
French	1,549	435	1,114	252	102	150	37	23	14
German	488	273	215	83	57	26	34	27	7
Italian	60	16	44	8	7	1	5	4	1
Japanese	5	3	2	3	2	1	2	2	----
Philology and Literature of Germanic Languages	5	4	1	10	6	4	8	4	4
Philology and Literature of Romance Languages	37	9	28	21	12	9	20	12	8
Russian or other Slavic Languages	80	58	22	23	17	6	4	3	1
Spanish	1,468	497	971	258	119	139	34	22	12
Modern Foreign Languages, all other	93	54	39	36	33	3	4	4	----
Foreign Languages and Literature, not classifiable above	117	54	63	112	77	35	23	18	5
FORESTRY	1,244	1,243	1	155	152	3	31	31	----
GEOGRAPHY	849	730	119	184	156	28	56	47	9
HEALTH PROFESSIONS	23,923	15,154	8,769	1,680	969	711	147	140	7
Chiropody or Podiatry	120	120	----	----	----	----	----	----	----
Dental Hygiene	187	----	187	----	----	----	----	----	----
Dentistry, D.D.S. and D.M.D. only	3,065	3,031	34	----	----	----	----	----	----
Hospital Administration	177	145	32	----	----	----	2	2	----
Medical Technology	961	76	885	7	1	6	----	----	----
Medicine, M.D. only	6,861	6,510	351	----	----	----	----	----	----
Nursing (including Public Health Nursing; excluding Nursing Education)	6,052	49	6,003	479	5	474	----	----	----
Occupational Therapy	407	12	395	9	----	9	----	----	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1857–58—Continued

Field of study	Level of debree								
	Bachelor's and first professional			Second level (master's, except first professional)			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
HEALTH PROFESSIONS—*Cont.*									
Optometry (excluding preprofessional degree)	334	327	7	3	3				
Osteopathy	437	429	8	6	6				
Pharmacy (excluding Pharmacology)	3,782	3,391	391	122	109	13	59	59	
Physical Therapy, Physiotherapy	441	89	352	32	17	15			
Public Health	211	126	85	602	436	166	29	25	4
Radiologic Technology (mainly X-ray technic)	7	5	2						
Veterinary Medicine, D.V.M. only	845	820	25						
Clinical dental sciences (advanced degrees only)				169	153	16	5	4	1
Clinical medical sciences (advanced degrees only)				224	213	11	40	38	2
Clinical veterinary medical sciences (advanced degrees only)				23	23		8	8	
Health Professions, all other	36	24	12	4	3	1	4	4	
HOME ECONOMICS	4,312	36	4,276	447	7	440	23	9	14
Home Economics, general curriculum	2,353	2	2,351	147	1	146	4		4
Child Development, Family Relations	333	2	331	57	3	54	11	8	3
Clothing and Textiles	433	3	430	73		73	1		1
Foods and Nutrition	558	11	547	82	3	79	3		3
Institution Management, Institution Administration	170	6	164	12		12			
Home Economics, other specific major fields	394	12	382	42		42	4	1	3
Home Economics—not further classified	71		71	34		34			
LAW (LL. B., J.D., or higher degrees)	9,433	9,153	280	458	439	19	32	32	
LIBRARY SCIENCE	1,690	403	1,287	157	31	126	19	13	6
MATHEMATICAL SUBJECTS	6,924	4,953	1,971	1,234	994	240	247	232	15
Mathematics	6,835	4,880	1,955	1,097	869	228	210	196	14
Statistics (including Actuarial Science)	89	73	16	137	125	12	37	36	1
MERCHANT MARINE—DECK-OFFICER CURRICULUM ONLY	156	156							
MILITARY, NAVAL, OR AIR FORCE SCIENCE	1,952	1,948	4	6	6				
PHILOSOPHY	2,981	2,637	344	312	278	34	102	97	5
Philosophy (except Scholastic Philosophy)	1,531	1,252	279	160	138	22	80	77	3
Scholastic Philosophy	1,450	1,385	65	152	140	12	22	20	2
PHYSICAL SCIENCES [6]	14,352	12,683	1,669	3,034	2,763	271	1,655	1,589	66
Physical Sciences, general (without specific major)	1,005	905	100	179	125	54	25	25	

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–59—Continued

Field of study	Level of debree								
	Bachelor's and first professional			Second level (master's, except first professional)			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
PHYSICIAL SCIENCES—*Cont.*									
Astronomy	25	17	8	20	19	1	22	18	4
Chemistry (excluding Biochemistry)	7,010	5,705	1,305	1,125	958	167	939	890	49
Metallurgy (excluding Metallurgical Engineering)	40	40	----	33	33	----	10	10	----
Meteorology	153	149	4	71	70	1	14	14	----
Physics	3,186	3,042	144	795	770	25	464	455	9
Earth Sciences	2,891	2,786	105	753	732	21	167	164	3
Geology	2,788	2,684	104	700	679	21	136	133	3
Geophysics (including Seismology)	39	39	----	18	18	----	15	15	----
Oceanography	3	3	----	7	7	----	13	13	----
Earth Sciences, all other	61	60	1	28	28	----	3	3	----
Physical Sciences, not classifiable above	42	39	3	58	56	2	14	13	1
PSYCHOLOGY	6,930	4,063	2,867	1,235	836	399	572	488	84
RELIGION	8,830	7,460	1,370	1,077	915	162	290	276	14
Religious Education and Bible	3,180	2,141	1,039	361	256	105	38	33	5
Theology (curriculum leading specifically to first professional ministerial degree)	4,795	4,732	63	----	----	----	----	----	----
Theology—master's and doctor's degrees only	----	----	----	597	566	31	170	165	5
Religion—liberal arts curriculum, nonsectarian	710	456	254	43	36	7	62	58	4
Religion, all other	145	131	14	76	57	19	20	20	----
SOCIAL SCIENCES [7]	48,156	34,374	13,782	5,159	4,091	1,068	1,106	1,010	96
Basic [7]	43,377	30,982	12,395	4,292	3,325	967	994	904	90
Social Sciences, general (without specific major)	8,707	6,019	2,688	687	500	187	12	10	2
American Civilization, American Culture	492	300	192	36	19	17	16	13	3
Anthropology	359	204	155	118	78	40	51	42	9
Area Studies, Regional Studies	209	147	62	99	78	21	27	27	----
Economics	7,514	6,909	605	669	599	70	239	234	5
History	12,883	9,031	3,852	1,397	1,037	360	297	265	32
International Relations	334	258	76	198	157	41	23	20	3
Political Science or Government	6,167	5,031	1,136.	665	585	80	170	164	6
Sociology	6,583	2,977	3,606	397	258	139	150	122	28
Basic Social Sciences, all other	129	106	23	26	14	12	9	7	2
Applied	4,779	3,392	1,387	867	766	101	112	106	6
Agricultural Economics	628	626	2	264	258	6	71	71	----
Foreign Service Programs (consular and diplomatic service)	232	196	36	14	14	----	----	----	----
Industrial Relations	1,176	1,136	40	182	176	6	1	1	----
Public Administration	554	522	32	254	240	14	22	22	----
Social Work, Social Administration	1,987	721	1,266	124	61	63	18	12	6
Applied Social Sciences, all other	202	191	11	29	17	12	----	----	----

See footnotes at end of table.

Earned degrees conferred, by field of study, by level of degree, and by sex: Aggregate United States,[1] 1957–58—Continued

Field of study	Level of degree								
	Bachelor's and first professional			Second level (master's, except first professional)			Doctor's (Ph. D., Ed. D., etc.)		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
1	2	3	4	5	6	7	8	9	10
TRADE AND INDUSTRIAL TRAINING	1,463	1,451	12	------	------	------	------	------	------
ARTS, GENERAL PROGRAM (without major field)	1,410	1,120	290	61	41	20	27	23	4
SCIENCES, GENERAL PROGRAM (without major field)	1,892	1,496	396	223	184	39	------	------	------
ARTS AND SCIENCES, GENERAL PROGRAM	1,580	907	673	67	41	26	------	------	------
MAJOR FIELDS OF STUDY NOT CLASSIFIABLE ABOVE	368	286	82	107	95	12	24	20	4
MAJOR FIELD NOT IDENTIFIED	290	256	34	21	12	9	------	------	------

[1] "Aggregate United States" includes continental United States (48 States and District of Columbia) plus outlying parts (Alaska, Hawaii, etc.).

[2] Includes bachelor of arts, bachelor of science, and such first professional degrees as M.D., LL. B., D.D.S., and B.D. Also includes certain master's degrees when they constitute the *first professional* degree in their respective fields. (See footnote 3 below.)

[3] Includes degrees beyond the bachelor's or first professional level, but below the doctorate. This category does not include such degrees as master of library science, master of social work, master of business administration, etc., *when these constitute first professional degrees.* (See footnote 2 above.)

[4] Does not include *Psychology*, which, because of its multicategory nature, has been listed independently.

[5] Includes degrees based on *secondary education* as the major field of study. Registrars were directed to classify degrees based on a *teaching major* in a particular subject-field—such as English, biology, physical sciences, business education—as degrees in English, biology, etc., and not as degrees in "Secondary Education."

[6] Does not include *Geography*, which, because of its multicategory nature, has been listed independently.

[7] Does not include *Geography*, *Philosophy*, or *Psychology*, which, because of their multicategory or comprehensive nature, have been listed independently—in alphabetic order.

New Publication on Accreditation in Higher Education

Accreditation in Higher Education, organized and edited by Lloyd E. Blauch, Assistant Commissioner for Higher Education, Office of Education, has just been released by the Government Printing Office. The new volume is the first comprehensive treatment to be published on accreditation in higher education. It consists of 39 chapters organized into 3 parts, plus appendixes that list nationally recognized accrediting agencies and associations, accrediting associations recognized by the National Commission on Accrediting, accreditation by regional associations, and accreditation by professional agencies and associations. There is also a comprehensive index.

Part I, on the Nature and Evolution of Accreditation contains 4 chapters; Part II, on Accreditation by State and Regional Agencies, contains 7 chapters; and Part III, on Accreditation of Education for the Professions, contains 28 chapters. Each chapter was prepared by a person especially qualified to write on the subject. To the reader who is seeking authoritative information on the accrediting activities of States, of any 1 of the 6 regional accrediting associations, or of any 1 of the 28 accrediting agencies for professional education, the present volume should therefore be invaluable. Introductory chapters provide a useful orientation on the general subject of accreditation.

Full bibliographical information is contained in this number of *Higher Education*, under new publications from the Office of Education.

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Financing Public 2-Year Colleges Affiliated With 4-Year Colleges, Universities, and University Systems

By S. V. MARTORANA* and D. G. MORRISON**

TODAY, as many States and local communities reexamine their structure for higher education, their interest focuses on the 2-year college. In recognition of that interest and of the growing importance of the 2-year colleges *Higher Education* is presenting a series of articles on the organization and fiscal support of such colleges. This is the third in the series, all based on data procured for the school year 1955–56 from 247, or 67.7 percent, of the public 2-year colleges that were in operation at that time.

The first article [1] described on a nationwide basis the seven types of public 2-year colleges identified, and the organizational plan and distribution of sources of income of each type. The second article [2] analyzed the distribution of income of the 169 institutions included in the first five of the seven major categories of article one. It examined these five types of 2-year colleges in terms of their control patterns and the regions in which they were located. A fourth article has been planned to cover the special type of 2-year college found only in Wisconsin in the 2-year county normal schools.

This article directs its attention to the financing of 2-year colleges classified in this study as type F institutions; they also are commonly called extension centers and sometimes called branches of 4-year colleges, universities, and university systems. The article analyzes the distribution of income received as reported by 55 out of 69 type F institutions mentioned in the first article as operating in 1955–56. The data, therefore, represents 82 percent of the centers in operation at the time of the study. The results of this analysis are presented in table 1, showing the four regions of the Nation, the total for type F and for all other types of 2-year colleges.

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[1] S. V. Martorana, "Pattern of Organization and Fiscal Support in Public 2-Year Colleges," *Higher Education*, May 1958.

[2] S. V. Martorana *and* D. G. Morrison, "Financing Public 2-Year Colleges According to Patterns of Organization and Region," *Higher Education*, December 1958.

Before considering the data presented in table 1, the reader should note that there is considerable dissimilarity in the organization of extension centers considered in this article. Some are directly controlled by a parent institution, some have a measure of autonomy in certain aspects of their administration, and some as parts of a State system are not sponsored by an individual institution. There is a marked difference between the 2-year colleges that are part of a statewide university system and the type E 2-year colleges that are defined as State 2-year colleges. The State 2-year colleges have individual institutional boards of control or trustees representing the entire State or a major region of the State; the 2-year colleges in the statewide system discussed in this report do not have such boards.

Not only are there differences in organization among the 2-year branches, but there is also considerable difference in the definition by each individual parent institution or system of the role of the branch. These variations in organization, administrative outlook, and practice are reflected in the different support patterns of the centers. Specific reference to these variations will be made throughout the article.

Northeast Region

In examining the distribution of revenues received by 2-year centers in the Northeast region, one finds that the most significant point is the great variety in the distribution. A total of 18 institutions (1 in Connecticut, 6 in New York, 11 in Pennsylvania) are included in the tabulation of this region.

While the 11 institutions in Pennsylvania show a range of from 65.6 to 88.4 percent of the income received as coming from student tuition, the mean for the entire region is only 21.5 percent, or slightly over one-fifth of the total. This variation is caused by the fact that of the seven other institutions, only one received any of its income from tuition and the amount represents less than 1 percent. Closely related to tuition are the general fees charged to students. Other student fees account for from 2.0 to

9.2 percent in New York centers, with a State mean of 5.8 percent. Centers in Connecticut and Pennsylvania receive no funds from this source. The average for all 18 colleges in the Northeast region is slightly over 4 percent.

By far the largest source of income in the Northeast area is State aid. Connecticut (1 institution) has 100 percent of its funds from this source, and New York (6 institutions) shows a range of from 68.1 to 86.1 percent with an average of 82.2 percent. As Pennsylvania (11 institutions) provides no State aid funds, the mean for all 18 institutions is reduced, being 60 percent of the total receipts.

In addition to the three noted above, only two other sources provide more than 4 percent of the total income in the Northeast area. One of these, college organized activities, is found as a source of income in New York State only, where the range among the colleges is from 5.1 to 17 percent with a State average of 10.6 percent. The Northeast region average is 7.4 percent. The other source, auxiliary enterprises, gives a Northeast regional average of 6.8 percent. One institution in New York and nine in Pennsylvania have over twice this percentage from auxiliary enterprises and one college in Pennsylvania exceeds 34 percent. The State average in Pennsylvania is 22.2 percent.

With such extreme variation it is almost impossible to generalize except to say that while there is considerable uniformity within each State, there is much inconsistency among the 3 States represented. Therefore, the regional ranges of 0 to 88.4 percent and 0 to 100 percent hold more significance in describing the pattern for the Northeast region than do the means.

North Central Region

The relationship between the practice of financing in the parent institution and in the support patterns of centers and branches is again evident in the North Central region. The proportions received from different income sources, however, are somewhat more nearly uniform in this region than in the Northeast. A total of 23 institutions (14 in Indiana, 1 in Michigan, and 8 in Wisconsin) are included in the tabulation for this region.

One of the largest sources of income in the North Central region is student tuition. For the Indiana institutions the State average is 68.3 percent with a range from 26.1 to 92.2 percent. The average for Wisconsin is 37.6 percent with a range from 29.7 to 52.9 percent. The one institution in Michigan receives 3.8 percent of its income from this source. The mean percentage from student tuition for the entire area is 50.9 percent. Contrary to the view generally held that extension centers get little help from the State, the second largest source of income in the North Central region is found to be State aid funds. This source provides a mean percentage of 16.1 percent in Indiana with a range among the colleges from 0 to 63.5 percent. It provides an average of 63.9 percent in Michigan and 62.4 percent in Wisconsin.

The only other source of income that provides more than 3 percent of the total income in the North Central region is auxiliary enterprises. In Indiana 9.7 percent of the income is received from this source with a range among the colleges of from 0 to 30.4 percent. The one in Michigan receives 29 percent from auxiliary enterprises, while Wisconsin, having no receipts from this source, lowers the mean percentage for the region to 11.6 percent.

A review of the statistics for the North Central region indicates that all the institutions receive income from student tuition and that the average amounts to slightly over 50 percent, with Wisconsin securing approximately one-third of its resources from this source and Indiana approximately two-thirds. The Wisconsin extension centers appear to be more dedicated to the principle of keeping costs to the student to a minimum, and as a group are comparable to the New York State local community colleges in the level of tuition charged. All but two of the institutions receive funds from State sources, and on the average approximately one-third of the total income is received from such sources. As was indicated earlier, there is more uniformity in the distribution of funds in the North Central region than in the Northeast.

Southern Region

The Southern region includes 5 institutions in Georgia, 1 in North Carolina, 1 in West Virginia, 2 in Texas, and 2 in Virginia. The Georgia centers, as part of a State university system, are not exactly like those of Virginia and Texas where the centers are parts of individual colleges. All are alike, however, in that none has an individual institutional governing or controlling board.

In Georgia the colleges' receipts from student tuition show a range of from 1 to 40.3 percent with an average of 19.6 percent. One of the institutions in Texas has no income from student tuition, and the

other has 6.5 percent. In Virginia one institution shows 54 percent; the other 86.9 percent. The West Virginia extension center secures 26.3 percent, and the one in North Carolina 95.8 percent of its revenue from this source. The range among the colleges for the entire area is from 0 to 95.8 percent with an average of 16.7 percent. Other student fees average 4.7 percent in the Southern region, and all but three centers (2 in Virginia and 1 in Texas) secure funds from this source.

For the colleges in the Southern region as a group, State aid provides an average of 53.3 percent, showing again that this type of 2-year college draws heavily on State sources for support. It provides no income in North Carolina or West Virginia but contributes significant sums to the nine institutions in other States, one of which secures all of its funds from this source. Among the Georgia colleges the range is from 17.8 to 80.2 percent with an average of 37.9 percent. Virginia shows 13.1 percent for one institution and 46.0 percent for another. The State average in Texas is 87.8 percent.

The only other source of income showing a regional average exceeding 3 percent is auxiliary enterprises, which provides an average of 22.2 percent for the centers of the Southern region. In Georgia four of the five centers receive from one-third to one-half of their funds from this source, and the State average is 36 percent. North Carolina and Virginia centers do not receive any income from this source. One center in Texas receives 3.8 percent, and the one in West Virginia receives 48.6 percent of its income from auxiliary enterprises.

In examining the averages for the Southern region, one will note that State aid funds come first, auxiliary enterprises second, and student tuition third. These three sources provide over 90 percent of the total funds received in the Southern region. This pattern is quite different from that found in the Northeast region where State aid was followed by tuition, or the North Central where tuition was the primary source.

Western Region

Only 3 institutions are included in the compilation for the Western region (1 in Idaho, 1 in Nevada, and 1 in Utah). With so few centers, it is not surprising

Table 1.—Distribution of income received by 2-year colleges classified as Type F,[1] by region and source of income, and by all types of 2-year colleges, 1955–56

Region	Total value	Student tuition	Other student fees	Federal aid program	State aid funds	Local taxes
TOTAL FOR ALL TYPES (247)	**$97,671,103**					
Mean		11.5	2.3	1.1	34.2	36.6
Range		0–96.2	0–100.0	0–36.2	0–100.0	0–100.0
Median		15.0	1.6	0	28.0	22.0
TOTAL TYPE F (55)	**13,167,215**	**$3,448,856**	**$501,706**	**$63,302**	**$6,874,255**	
Mean		26.2	3.8	.5	52.2	
Range		0–95.8	0–13.0	0–10.7	0–100.0	
Median		40.3	0	0	36.6	
NORTHEAST (18) [2]	6,469,605	$1,389,000	$262,502	$13,162	$3,886,337	
Mean		21.5	4.1	.2	60.0	
Range		0–88.4	0–9.2	0–.6	0–100	
Median		77.7	0	0	0	
NORTH CENTRAL (23)	2,868,881	$1,460,483	$59,330	$48,993	$949,667	
Mean		50.9	2.1	1.7	33.1	
Range		3.8–92.2	0–13.0	0–10.7	0–70.3	
Median		44.5	0	.6	47.1	
SOUTHERN (11)	3,320,070	$552,957	$154,546	$1,147	$1,770,388	
Mean		16.7	4.7	.3	53.3	
Range		0–95.8	0–12.9	0–.3	0–100.0	
Median		13.9	3.4	0	38.4	
WESTERN (3)	508,659	$46,416	$25,328		$267,863	
Mean		9.1	5.0		52.7	
Range		1.5–32.4	4.1–6.8		28.7–80.4	
Median		8.7	5.3		60.8	

that any divergence in the support pattern of one of them has an exaggerated effect on the means for the region.

As in the Northeast and the Southern area, the largest proportion of income, 52.7 percent, was received from State aid funds with a range among the colleges of from 28.7 to 80.4 percent. The next highest source of income in the Western region, however, is endowment and gifts. This is noteworthy, for this source did not provide any income in the Northeast and North Central regions and was listed in only one of the institutions in the Southern region, where it provided less than half of one percent. Endowment and gifts were found as a source of income only in Idaho where it provided 49.4 percent of the total receipts. This proportion was so large that it brought the regional average to 23.5 percent, although the Nevada and Utah centers received no moneys from this source.

The third highest source for the Western region was student tuition with 9.1 percent and a range of 1.5 to 32.4 percent, Idaho being the low State and Nevada the high State in this column. In this respect, therefore, the Western region seems to follow the pattern of the Southern region where student tuition was the third source of income, but is different from the Northeast where it was the second source and the North Central where it was the first.

Auxiliary enterprises, which made a significant contribution in both the Southern and the North Central region contributed 8 percent in the Western region with a range among the colleges of from 0 to 12.9 percent. Other student fees provided 5 percent of the total funds received in the Western region.

A summary of the receipts for the Western region indicates that approximately one-half of the total was received from State funds, slightly over one-fourth from endowment and gifts, and most of the

Table 1.—Distribution of income received by 2-year colleges classified as Type F,[1] by region and source of income and by all types of 2-year colleges, 1955–56—Continued

Region	Tuition transfer	Endowment and gifts	College organized activities	Auxiliary enterprises	Property sales	All other
TOTAL FOR ALL TYPES (247)						
Mean	6.1	.8	.9	5.7	.1	.7
Range	0–50.5	0–82.1	0–17.0	0–49.2	0–5.9	0–30.5
Median	0	0	0	0	0	0
TOTAL TYPE F (55)	**$4,125**	**$122,600**	**$577,374**	**$1,548,094**		**$26,903**
Mean	0	.9	4.4	11.8		.2
Range	0–.8	0–49.4	0–17.0	0–48.6		0–7.8
Median	0	0	0	3.8		0
NORTHEAST (18) [2]			$480,042	$438,562		
Mean			7.4	6.8		
Range			0–17.0	0–34.4		
Median			0	13.7		
NORTH CENTRAL (23)				$331,633		$18,775
Mean				11.6		.6
Range				0–30.4		0–7.8
Median				0		0
SOUTHERN (11)	$4,125	$3,013	$96,970	$736,924		
Mean	.1	.0	2.9	22.2		
Range	0–.8	0–.5	0–16.5	0–48.6		
Median	0	0	0	3.8		
WESTERN (3)		$119,587	$362	$40,975		$8,128
Mean		23.5	.1	8.0		1.6
Range		0–49.4	0–.2	0–12.9		0–3.4
Median		0	0	5.3		0

[1] Type F colleges are defined as 2-year, off-campus, lower-division branches of a State college or university.
[2] Number of institutions reporting.

rest from student tuition (9 percent), auxiliary enterprises (8 percent), and other student fees (5 percent).

2-Year Branches Compared to Other Types of 2-Year Colleges

It is not possible in this article to make a complete comparison of the support patterns described herein and those found in articles one and two. The major points of comparison can be made quite easily, however, from the last two groupings of statistics in table 1 and from the tabular summary of the three major sources of income shown in table 2. These show the sources of income of the 2-year branches in each region and in the Nation in comparison with the totals for other groupings of 2-year college types.

A considerable difference is seen between the support patterns of the five other types of public junior colleges described in the second article of this series and the support patterns of the 2-year branches reviewed in this one. The greatest differences are in two sources: Local taxes and tuition. Four of the other five types of junior colleges had from one-third to two-fifths of their income from local taxes. The State junior colleges and the branches, or extension centers, appear to be the only public 2-year colleges that receive no income from local sources. Charges made on the student in the form of tuition and fees represent a proportion of income among 2-year branches that is almost three times that shown for this source among the other five types of 2-year colleges.

State public junior colleges (reported as type E in the December article) are in general similar in support patterns to extension centers. Each received slightly over one-half from State funds. There is a difference in that State junior colleges receive an average of 10 percent of their income from student fees whereas the mean for extension centers is 26.2 percent. On the other hand, auxiliary enterprises provide 24.5 percent in State junior colleges and only 11.8 percent in extension centers.

Generalizations and Conclusions

Chief among the general observations that can be made from the data presented in this article is that the financing of 2-year branches of 4-year colleges,

Table 2.—Sources providing major proportions of income for 2-year colleges classified as Type F,[1] by region, and major sources for all types of 2-year colleges, 1955–56

Region	First source	Percentage [2]	Second source	Percentage	Third source	Percentage	Total percentage from three major sources
Total for all 2-year extension centers	State aid	52	Tuition	26	Auxiliary services.	12	90
Total for 5 other types of public junior colleges.[3]	Local taxes	43	State aid	30	Tuition	9	82
Total for all 2-year colleges—all types	Local taxes	37	State aid	34	Tuition	12	83
Northeast	State aid	60	Tuition	22	College organized activities.	7	89
North Central	Tuition	51	State aid	33	Auxiliary services.	12	96
Southern	State aid	53	Auxiliary services.	22	Tuition	19	94
Western	State aid	52	Endowment and gifts.	24	Tuition	9	85

[1] Type F 2-year colleges are defined as 2-year, off-campus, lower-division branches of a State college or university.
[2] All percentages have been corrected to the nearest integer.
[3] The five other types of 2-year colleges are the types A, B, C, D, and E, reported in the May 1958, article of this series.

universities, and university systems varies greatly from region to region and from State to State within regions. While interregional and interstate differences in financing patterns were observed in the analysis of other types of 2-year colleges, reported in earlier articles, these differences rarely approached, and never exceeded, those found among the 2-year branch (type F) institutions.

The variation of support patterns appears to result in large measure from the divergent practices of the parent institution and the educational role each assigns to its centers. Evidences of this are seen in the levels of income received from such sources as student tuition, State aid, college organized activities, and auxiliary services. This variation raises the question of the degree of autonomy held by these institutions in controlling their finances. Although the data gathered in the study do not bear on them, such questions might be asked as: To what extent do the faculties and administrators of the 2-year branches determine their institutional budgets? How are their needs protected in the later processing of budget requests? How many of the branches that are parts of State colleges or university systems are shown as line items in the final budget requests and in legislative presentations for appropriations? The latter question is especially appropriate in view of the findings of the survey report that in all four regions 2-year branches receive a large proportion of their income from State sources, the average for all centers included in this survey report being somewhat more than half the total.

In this study there is evidence that the financing of the 2-year branches is based on somewhat more unstable and precarious sources than the other types of 2-year colleges. First, these branches rely heavily on such sources as college organized activities, auxiliary services, and endowment and gifts. Secondly, they are completely devoid of local tax resources as a source of revenue, a major basis for support in local public institutions. This raises the question regarding the extent to which stability of financing can determine stability of instructional programs, student services, and institutional operations generally. The questions raised in this article are of basic interest to persons concerned with the advancement of 2-year branches and university systems and to those planning for the overall development of 2-year colleges in a diversified system of American higher education.

Michigan Fellows in College Administration

By M. M. CHAMBERS*

HOLDERS OF DOCTORAL DEGREES who have had at least 3 years of experience in college teaching or administration are selected as Michigan Fellows in College Administration, to be associated for one academic year with the Center for the Study of Higher Education at the University of Michigan.

From three to seven can be accepted each year. The program is projected for a period of 5 years, 1958–63, on a grant from Carnegie Corporation of New York. A retrospective glance at its first year, 1958–59, affords a view that is more than theoretical and a description that is more than tentative. The program will continue to be pliable within established limits and adaptable to individual interests.

Who are the fellows? Where do they come from? Why do they come? What do they do during the year of the fellowship? What do they think of the experience, concurrently and afterward?

The five fellows in 1958–59 came from Maryland, West Virginia, Wisconsin, Iowa, and Oregon. One was president of a small denominational college, one a dean of men in a State university, one a dean of men in a small independent college, and two were professors in State colleges concerned principally with teacher education. Each comes, of course, with particular interests of his own, and each is able to pursue his special interest by taking his internship in selected administrative or instructional departments at the University of Michigan or at a nearby college or university.

Internship Experiences

One fellow in 1958–59 interned in the office of the dean of the college of literature, science, and the arts, where he served as a part-time assistant to the dean

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and as secretary of the curriculum committee. During his internship the committee was revising the distribution requirements and considering reports of subcommittees on curriculum. This intern also made a special study of elementary science courses, especially in the life sciences.

Another fellow interned in a major administrative office of the university, headed by the vice president and dean of the faculties, and including the office of the administrative dean. In serving here he learned much of the problems of faculty personnel administration, accounting for instructional costs, and a variety of related matters.

A third, in pursuing his interest in student personnel administration, spent appropriate parts of his internship in the offices of the dean of men, the dean of women, the student activities office, and others, and concluded with a period of service in the office of the vice president for student affairs. He had intimate contact with the operations involving housing, discipline, student government, and in other phases of personnel administration in a large university.

A fourth fellow took his internship in a nearby State college. There, he became associated with the vice president for academic affairs, and under his guidance got much insight into the administration of faculty and curriculum as well as other internal and external relations of the institution.

The fifth fellow had no formal internship defined as such, but he visited many privately controlled colleges and had much correspondence and many interviews with various officers and committeemen of a regional accrediting association. From them he gained a more thorough comprehension of modern accrediting techniques as well as a broad knowledge of the elements that go into the making of a superior college and the means of upgrading one.

Research and Writing Activities

Among the reasons impelling at least some of these men to seek postdoctoral fellowships was a desire to put aside for a year the obligations of a full-time administrative job or of a heavy teaching load and to find time for research projects and for some writing for publication.

In this type of work, one of the fellows made progress on a history of the metamorphosis of normal schools into teachers colleges, and then into State colleges—a most significant and pervasive trend. Another prepared several short articles for publication. Before the Christmas vacation arrived, one of his articles had been accepted by a well-known professional periodical of national circulation, and he had three others in preparation. Still another fellow had an article accepted for publication in a scholarly professional journal before midyear. Another reviewed, for an American journal, a German-language historical work published at Stuttgart in 1958. One visited an important educational installation of one of the Nation's armed services, at the invitation of a general officer, for the purpose of inspecting the educational work and writing a report on it from the viewpoint of a civilian educator.

Joint Work of Faculty and Fellows

The foregoing enterprises of the fellows were each self-chosen. Of course they involved the cooperation and good will of the administrative officers who accepted them as interns and the encouragement and occasional assistance of the faculty; but with all due recognition of these facts, they were essentially self-directed and their activities were self-conducted.

In addition a large number of group activities were shared by the fellows, the five-man faculty of the Center for the Study of Higher Education, and numbers of advanced graduate students, most of whom were doctoral candidates at various stages. Weekly, on Friday mornings, there was a 2-hour seminar of the 5 faculty members and the 5 fellows; at each session, a paper which had been circulated in advance of the meeting, was presented by 1 of the 10.

Distinguished visitors who attended this seminar on occasion included the president of the University of Michigan, the vice president for student affairs, and the vice chancellor of the University of Melbourne. Among the topics discussed were external fiscal control of State institutions of higher education by noneducational agencies of government, the role of theory in professional status, the genesis and development of the community-junior college, purpose in higher education, the vast and varied programs of higher education in and for the armed services and the work of the universities in that connection, and others.

Although under no compulsion to attend classes, the fellows were present at a large proportion of the sessions of the regular courses offered for graduate students in the education department during the year. These included Current Problems in Higher

Education, The College Teacher, History of Higher Education in America, The Community College, College Organization and Administration, Student Personnel Services, Critique of Ideas in Higher Education, and Finance in Higher Education. There was also a Saturday morning seminar attended chiefly by administrative officers and teachers in colleges and junior colleges in the heavily populated area of southeastern Michigan within commuting distance of the university.

What Does a Post-Doctoral Fellow Do?

The three distinct types of work briefly described in the foregoing paragraphs afford some conception of the substance of a Michigan Fellowship in College Administration. They provide only a pale impression, however, of the whole picture of the values that a young college teacher or administrator can gain from a post-doctoral year at a university having one of the largest Centers for the Study of Higher Education in the United States.

In the university, extensive library and laboratory resources are matched by a diversity of competencies among a large faculty. Moreover, 40 percent of the university student-body is on the graduate level, and there is a stream of visitors from all parts of the United States and many foreign lands. In a relatively small organization such as the Center, there is some opportunity for the personal associations considered essential in graduate and post-doctoral study, while the setting is fortunately in the midst of a distinguished university.

A Place in the University

The fellows receive stipends individually adjusted on the basis of their current salaries, number of dependents, distances traveled, and other relevant matters. The average for the first year was approximately $6,000. As associates of the Center for the Study of Higher Education, they have individual desks in a large seminar room which contains a small specialized library and which is adjacent to the offices of the Center faculty. They have constant opportunity for close observation of the other functions of the Center, which include teaching, carrying on research, and providing field advisory and consultative services. On occasion they voluntarily participate in some of these activities.

The Center is a universitywide enterprise, guided by an advisory committee composed of administrative officers of the university and its several colleges and schools. It also functions as a part of the school of education, and its faculty members are members of that faculty as well as of the faculty of the Horace H. Rackham School of Graduate Studies.

For 1958–59 the faculty of the Center included Jesse P. Bogue, former executive secretary of the American Association of Junior Colleges; John S. Brubacher, formerly professor of the history and philosophy of education at Yale University; M. M. Chambers, former staff member of the American Council on Education; and James M. Davis, director of the International Center at the University of Michigan. One course in higher education was offered by Robert L. Williams, administrative dean of the university. Director of the Center is Algo D. Henderson, a former president of Antioch College and subsequently associate commissioner for higher and professional education in New York State. He has been professor of higher education at the University of Michigan since 1950.

Wayne State Experimental College

AN EXPERIMENTAL COLLEGE, with the assistance of a $700,000 grant from the Ford Foundation, is to be established by Wayne State University. The major innovation of the new college is that all students will be required to take work in the natural sciences, social sciences, and the humanities throughout their four undergraduate years. Within these areas, customary divisions of subjects into academic courses will be largely discarded. Instead, traditional academic studies will be combined to form courses covering basic fields of knowledge. Training in English composition will be an integral part of all studies in the curriculum.

The college will also experiment with new arrangements for the better utilization of faculty time and for improvements in the conditions of learning. Courses will be taught through a combination of large lecture classes, small discussion groups, and independent study.

The college will stress independent study. In the senior year, students will participate in a colloquium (discussion-group course) in which they will pursue about half their studies without direct instruction from the faculty. Since the amount of

time students spend on independent study will increase as they move through the program, instructional costs will be highest during the freshman year and lowest during the senior year—the reverse of the prevailing instructional-cost pattern.

The college will inaugurate its program with the freshman class to be admitted in the fall of 1959. As these students advance, the college will initiate other stages of its program. At the end of a 4-year period, it will be conducting a full college course and will have an estimated enrollment of from 1,200 to 1,500 students.

Florida State Higher Education Department

AT FLORIDA State University, Tallahassee, a department of higher education has been established to help prepare teachers for junior college, college, and university teaching. The department will work in close cooperation with other instructional units of the university so that the program for each student may be made to meet his particular needs.

Report of College and University Facilities Survey

THE FIRST REPORT of this survey series, Part 1: *Cost and Financing of College and University Buildings, 1951–55* (Circular No. 540), has been printed and is available for distribution. It is the first of five studies of college and university facilities underway or planned by the Office of Education. Part 2, which covers facilities projected to 1970, is being prepared for printing and should be completed later this year. The inventory, part 3, is now underway and responses have been received from more than half of the institutions. Parts 4 and 5 will collect information about higher education building needs and new institutions planned; these studies will be made at a later date.

Since the Congress is considering several bills which would aid colleges and universities in the construction of needed facilities, it is particularly important that the current inventory study receive priority consideration from those institutions which have not yet returned the forms.

Report on Retired Professors Registry

THE RETIRED PROFESSORS REGISTRY of the Association of American Colleges, as of September 25, 1958, had made 1401 referrals to 225 institutions involving 589 positions in 49 fields. Of the registrants, 18 had signed contracts, and 67 had placed themselves; 40 others would not be available until 1959–60. As of December 23, 1958, the Registry files contained the records of 410 persons.

The Colleges and the Lincoln Sesquicentennial

THE LINCOLN SESQUICENTENNIAL COMMISSION, National Archives Building, Washington 25, D.C., has prepared a leaflet entitled "Suggestions for College Sesquicentennial Activities." Copies of the leaflet may be had from the Commission.

NEW PUBLICATIONS

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(*1*) *Cost Publications: Send requests, enclosing remittance (check or money order), to the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C.*

(*2*) *Free Publications: Request direct from the agency issuing them.*

From the Office of Education

Accreditation In Higher Education, organized and edited by Lloyd E. Blauch. Washington, D.C., U.S. Government Printing Office, 1959. 247 p. Cloth, $2.50; paper, $1.50.

College and University Facilities Survey, Part I: Cost and Financing of College and University Buildings, 1951–55, by W. Robert Bokelman *and* John B. Rork. Washington, D.C., U.S. Government Printing Office, 1959. Paper, 53 p. 45 cents. (Circular No. 540.)

Curriculum Responsibilities of State Departments of Education, by Howard H. Cummings *and* Helen K. Mackintosh. Washington, U.S. Government Printing Office, 1958. Paper, 76 p. 55 cents. (Misc. No. 30.)

A Directory of 3660 16MM Film Libraries, by Seerley Reid, Anita Carpenter, *and* Annie Rose Daugherty. Washington, U.S. Government Printing Office, 1958. Paper, 236 p. $1. (Bulletin 1959, No. 4.)

Educating Children in Grades Four, Five, and Six, by Gertrude M. Lewis *and* Others. Washington, U.S. Government Printing Office, 1958. Paper, 216 p. $1. (Bulletin 1958, No. 3.)

English Language Arts in American High Schools, by Arno Jewett. Washington, U.S. Government Printing Office, 1959. Paper, 122 p. 50 cents.

Guide to the National Defense Education Act of 1958, by Theodora E. Carlson *and* Catherine P. Williams. Washington, U.S. Government Printing Office, 1959. Paper, 32 p. 30 cents. (Circular No. 553, reprint of *School Life*, October-November 1958.)

Social Science Requirements for Bachelor's Degrees, by Jennings B. Sanders, Washington, D.C., U.S. Government Printing Office, 1959. Paper, 68 p. 30 cents. (Bulletin 1959, No. 8.)

Source Materials for Practical Nurse Education. Washington, U.S. Government Printing Office, 1958. Paper, 31 p. 20 cents. (Vocational Division Bulletin, No. 273, Trade and Industrial Series No. 67, Practical Education Series No. 1.)

From Other Government Agencies

The Education of Women: Signs For The Future. Opal D. David, *ed.* 1785 Mass. Ave., N.W., Washington 6, D.C. American Council on Education, 1959. Paper, 154 p. $2.

Report of a Conference on the Present Status and Prospective Trends of Research on the Education of Women, sponsored by the American Council on Education, Rye, New York, October 27–30, 1957.

National Science Foundation Eighth Annual Report for the Fiscal Year Ended June 30, 1958. Washington, U.S. Government Printing Office, 1958. Paper, 246 p. $1.

Occupational Information for Counselors: An Annotated Bibliography, by U.S. Department of Labor, U.S. Government Printing Office, 1958, revision. Paper, 24 p. 15 cents.

Non-Government Publications

Obtain direct from the publisher. Prices are indicated when known

The American High School Today, by James B. Conant. New York 36, N.Y. McGraw-Hill Book Co., Inc. 1959. Paper, 141 p. $1.

Are Liberal Arts Colleges Becoming Professional Schools? by Earl J. McGrath, *with the assistance of* Charles H. Russell. New York, N.Y., Bureau of Publications, Teachers College, Columbia University, 1958. Paper, 26 p. 50 cents.

Dictionary of Education: Prepared under the Auspices of Phi Delta Kappa. Carter V. Good, *ed., with the assistance of* Winfred R. Merkel. New York 36, N.Y., McGraw-Hill Book Co., Inc. 1959. 676 p. $9.75.

The Education of Teachers: New Perspectives, Official Report of the Second Bowling Green Conference, Bowling Green State University, Bowling Green, Ohio, June 24–28, 1958. Washington, D.C., National Education Association of the United States, 1958. 399 p. $3.75.

The Future of the Library in Higher Education, by Francis H. Horn. Carbondale, Ill., Southern Illinois University Library, 1958. Paper, 21 p.

J. K. Lasser's Income Tax Guide for Teachers, by the J. K. Lasser's Tax Institute, 1959 edition for preparing 1958 returns. New York, Simon and Schuster, 1958. Paper, 131, p. $1.95.

Technology and the Academics, by Sir Eric Ashby, President and Vice Chancellor, The Queens University of Belfast. 103 Park Avenue, New York, 17 N.Y. St. Martin's Press, Inc., 1958. 118 p. $3.25.

The American College President, by Harold W. Stoke. 49 East 33d Street, New York 16, N.Y. Harper and Brothers, 1959. 180 p. $3.50.

Carnegie Corporation of New York: Annual Report for the Fiscal Year Ended September 30, 1958. 589 Fifth Avenue, New York 17, the Corporation, 1959. Paper, 105 p.

The College Influence on Student Character: An Exploratory study in selected colleges and universities made for Committee for the Study of Character Development in Education, by Edward D. Eddy, Jr., assisted by Mary Louise Parkhurst *and* James S. Yakoukis. Washington, D.C., American Council on Education, 1959. 185 p. $3.

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Counseling and the Use of Tests: A Manual for the State-Wide Testing Programs of Minnesota, by Ralph F. Berdie *and* Others. Minneapolis, Minn., Student Counseling Bureau, Office of Dean of Students, University of Minnesota, 1959. Paper, 178 p. Single Copy, $2.00; additional copies, $1.50.

Educational Television Today: A Status Report, 1785 Massachusetts Ave. N.W., Washington 6, D.C. Joint Council on Educational Television, 1959. Paper, 49 p.

W. K. Kellogg Foundation, Annual Report, 1958. Battle Creek, Michigan. the Foundation, 1959. Paper, 193 p.

The Improvement of Nursing Through Research: The Proceedings of the Workshop on the Improvement of Nursing through Research, conducted at the Catholic University of America, June 14–24, 1958. Loretta E. Heidgerken, *ed.* Washington 17, D.C., The Catholic University of America Press, 1959. Paper, 259 p.

Russell Sage Foundation—Annual Report 1957–58. 505 Park Avenue, New York 22, the Foundation, 1959. Paper, 59 p.

Twenty Years of United States Government Programs in Cultural Relations. 1 East 67th Street, New York 21. Institute of International Education, 1959. Paper, 30 p. Free.

A Review of 1957: Observations and Assumptions about the Field of University and College Liberal Adult Education and A Report of Center Activities. 4819 Greenwood Ave., Chicago 15, Ill., the Center for the Study of Liberal Education for Adults, 1958. Paper, 77 p. $1.

Stimulating Voluntary Giving to Higher Education and Other Programs, prepared for the American Association for the Advancement of Science. 1010 Vermont Ave., Washington 5, D. C., Surveys and Research Corporation, 1958. 177 p.

A Study of Factors Influencing College Students to Become Librarians, by Agnes Lytton Reagan. Distributed by American Library Association, 50 East Huron St., Chicago 11, Ill., 1958. Paper, 110 p. $2.75.

A Study of Faculty Demand and Supply in California Higher Education 1957–1970. Prepared for the Liaison Committee of the Regents of the University of California and the California State Board of Education. Berkeley and Sacramento, Calif., 1958. Paper, 76 p.

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